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1-3-11

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

historic name Carl Schurz High School

other names/site number _____

2. Location

street & number 3601 N. Milwaukee Avenue

city or town Chicago

state Illinois code IL county Cook code 031 zip code 60641

not for publication

vicinity

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this ☒ nomination ☐ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property ☒ meets ☐ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

☐ national ☐ statewide ☒ local

Anne E. Haas
Signature of certifying official/Title

Dec. 13, 2010
Date

State or Federal agency/bureau or Tribal Government

In my opinion, the property ☐ meets ☐ does not meet the National Register criteria.

Signature of commenting official

Date

Title

State or Federal agency/bureau or Tribal Government

United States Department of the Interior
National Park Service

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Chicago, Cook County, Illinois

4. National Park Service Certification

I hereby certify that this property is:

___ entered in the National Register ___ determined eligible for the National Register
___ determined not eligible for the National Register ___ removed from the National Register
___ other (explain:)

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

☐ private
☒ public - Local
☐ public - State
☐ public - Federal

Category of Property

(Check only one box.)

☒ building(s)
☐ district
☐ site
☐ structure
☐ object

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing
1	buildings
	district
	site
	structure
	object
1	Total

Name of related multiple property listing

(Enter "N/A" if property is not part of a multiple property listing)

N/A

Number of contributing resources previously
listed in the National Register

N/A

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION: school

Current Functions

(Enter categories from instructions.)

EDUCATION: school

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7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND EARLY 20TH CENTURY

AMERICAN MOVEMENTS: Prairie

School/Chicago

Materials

(Enter categories from instructions.)

foundation: Concrete

walls: Brick

roof: Clay

other: Terra cotta detailing

Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary Paragraph

Carl Schurz High School is located at 3601 N. Milwaukee Avenue in the southwestern portion of Chicago's Irving Park community area, which is about seven miles northwest of the Loop. It faces southwest towards Milwaukee Avenue and has a U-shaped plan with a triangular wing situated at the rear (east) side of its central block. The school has excellent architectural integrity and both its exterior and interior are virtually unchanged from their original appearance. Schurz High School represents a significant amalgamation of two important architectural styles: the Prairie Style and the Chicago School. It is three stories in height and features orange and brown brick cladding, side-gabled roofs covered with clay tiles, and double-hung wood-sash windows. The school's central block was built in 1909-1910 and designed by Dwight H. Perkins; the south wing along Addison Street was built in 1915 and designed by Arthur F. Hussander; the north wing along Waveland Avenue and the rear triangle wing were built 1923-1924 and designed by John Christensen. Although designed in stages by three different architects, Schurz High School possesses a unified appearance and its later symmetrical wings follow Perkins' original conception. The nomination consists of one contributing building.

Narrative Description

Carl Schurz High School's eight-acre site is roughly triangular in shape and bounded by Milwaukee Avenue on the west, Addison Street on the south, an alley on the east, and curving Waveland Avenue on the north. The immediate area surrounding the school is varied in character. The blocks to the west are given over to light

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industry and low-rise commercial uses and shops. Addison Street has apartment buildings, single family homes and two- and three-flat buildings. Directly to the north across Waveland Avenue is a grassy field used by the school for sporting activities. Further north and to the east are single family homes as well as multi-unit “flat” buildings comprised of two or three stories.

The school’s central block is set back about 300 feet from Milwaukee Avenue and its U-shaped front has an expansive grassy courtyard that is ringed by concrete walkways. Two additional diagonal walkways from Milwaukee Avenue lead to the main entrance. Trees are scattered throughout the courtyard and bushes are situated along the building’s elevations. A non-original six-foot-high metal fence surrounds the site of the school and has four gateways—three along Milwaukee Avenue and one along Addison Street—that are surmounted by lettering with the Carl Schurz High School name. A parking lot is located in the inner courtyard space between the main building and the triangular addition, which is accessed via an underpass drive from Waveland Avenue.

Schurz High School has a basement only beneath the assembly hall of its north wing. The remainder of the building rests on a low concrete foundation, and has a battered, terra cotta water table. The gridlike appearance of its elevations, featuring closely spaced vertical piers and recessed window spandrels, owes a debt to the work of Chicago School architect Louis Sullivan. All windows are original and consist of double-hung wood sash. The windows, along with their spandrels, are recessed, and are comprised of either two-over-two-vertical lights or three-over-three-vertical-lights on the first floor; three-over-three-vertical-lights on the second floor; six-over-three-lights on the third floor; and twelve-over-ten lights on the fourth floor. The north, south, and triangle wings of Schurz High School feature projecting gabled pavilions, which have window groupings comprised of either three-over-three-lights or six-over-six-lights in its gable attic spaces. The metal exterior doors used throughout the building are non-original and are topped by original multi-light transoms. Entrances vary and feature single doors, paired doors, and doors arranged in groups of three.

The school’s masterful two-toned brickwork that eschews all ornamentation is a Prairie Style hallmark. The first floor is clad with orange brick while the upper walls are clad with brown brick. The effect of the brown brick on the school’s unadorned wall planes is heightened by the use of brown mortar. Orange brick is also used as cladding on the building’s projecting piers and pylons. Decorative elements in terra cotta include the engaged columns within the school’s pylons, sills on the second and third floors, and the wide beltcourse situated between the first and second floors.

The use of projecting piers and pylons against the wall planes of Schurz High School creates a striking visual aesthetic and were common elements in Frank Lloyd Wright’s Prairie Style designs of the early 1900s. The piers and pylons all terminate a half-story beneath the roofline. Projecting piers are used on all the street elevations, except for the front (courtyard) elevation of the central block, and are paired at corners of the building. Projecting piers on the courtyard elevations of the north and south wings are generally situated every five bays. They are spaced closer together on the north (Waveland Avenue) elevation of the north wing: generally every three bays. An unrelenting line of projecting piers is generally spaced every two bays along the

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alley elevation. On the south (Addison Street) elevation, they are only situated at the corners of the gabled pavilions.

All of the pylons feature deeply recessed windows on their upper levels, which are fronted by engaged columns with Prairie style capitals that feature flared geometric blocks rather than foliate motifs. There are four pylons on the courtyard elevation of the central block: two flanking the main entrance and one each signifying the secondary entrances. The courtyard elevations of the north and south wings each have single pylons, signifying entrances. In addition, the Milwaukee Avenue elevation of the north wing has two pylons flanking the three-bay entrance to the auditorium. The pylons are all two-and-a-half stories in height except for the two flanking the main entrance, which are three-and-a-half stories in height.

Schurz High School features steeply pitched gabled roofs with wide, overhanging eaves, which are another characteristic of the Prairie Style. The eaves have original copper soffits and rafter tails. The side-gabled roofs of each wing of the school are covered with orange clay tiles and feature various planes of descending height, starting with the highest roof plane at the center of each wing and lower planes in its flanking sections. Some areas of the central block, north wing and triangle wing have flat-roofs. The apex of each roof gable features acroteria type cresting. The school has four chimneys, which include a tall boiler chimney on the triangle wing and two much shorter versions on either end of the central block. A fourth chimney is situated at one corner of the square structure that comprises the upper walls of the library, which rise above the flat-roofed section at the rear of the central block. This chimney has a gabled top covered with orange clay tiles.

An inner courtyard, used as a parking lot, is situated in the open space that exists between the rear elevation of the original, central block and the rear elevations of the triangle wing. Wall planes of the courtyard elevation are flat and they lack the battered water table and the projecting piers and pylons used on the outer elevations. Fenestration of the courtyard elevations is generally two-over-two-lights on the first floor; three-over-three-lights or six-over-three-lights on the second floor; and six-over-three-lights on the second floor. The inner courtyard is accessed via an underpass drive from Waveland Avenue. The courtyard elevations have varying entrances to the school and some of the first floor window openings have been infilled with brick.

Central Block (1910, Dwight Perkins)

The original section of the school is comprised of its current central block, which has a rectangular footprint that faces northwest. It is comprised of five sections: a central, four-and-a-half story section flanked by two three-story wings on either side. The central portion and flanking wings are all topped by side-gabled roofs of descending height. The attic story of the central section originally housed the school's cafeteria. The windows that illuminate this space—which are directly beneath the gables—are fronted by ornamental grilles with a chevron type pattern. The central section of the original block features two three-and-a-half story pylons that flank the school's three-bay main entrance. The main entrance is comprised of a deeply recessed central bay with three single metal doors, flanked by octagonal columns and window bays on either side. The octagonal columns feature the same flared capitals with geometric blocks that are used on the pylons. Lettering that reads "Carl Schurz High School" stretches across the main entrance and appears to be original, as similar lettering is

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shown on historic photos. The sash pattern of the windows on the central section of the original block differ from the patterns used on the school's other elevations and is reminiscent of the patterns used in Frank Lloyd Wright's Prairie style windows. Here, the second, third, and fourth floor windows feature three closely spaced center mullions. The second and third story windows have a four-over-four-vertical-light configuration. The fourth floor windows have a twelve-over-ten-light configuration. The flanking wings of the central block's courtyard elevation each have one two-and-a-half story pylons, which signify secondary entrances, and have metal doors topped by multi-light transoms.

The rear (east) elevation of the central block was originally visible. Once the triangle wing was erected, this elevation was incorporated into the school's courtyard parking lot. The appearance of the central block's rear elevation is virtually unchanged, however. Its fenestration pattern consists of two-over-two-lights on the first floor and six-over-three-lights on the second, third, and fourth floors. Its wall planes are flat and cladding materials consist of orange brick on the first floor and brown brick on the second floors. The rear portion of the central block is only one story in height and topped by the flat roof. The centrally located dome of the school's original assembly hall (now library) rises above the flat roof, as does the monitor skylights that illuminated its flanking shop rooms. The curving glass portions of the assembly hall's dome that once illuminated this space, and later, the library, have been covered or painted over.

South Wing (1915, Arthur F. Hussander)

The south wing is comprised of a rectangular block that faces north and slightly west. It is covered with a side-gabled roof and has three projecting three-and-a-half story gabled pavilions: one at its west end and two conjoined pavilions at the center of its south (Addison Street) elevation. A walkway from Addison leads to an entrance with metal doors at the eastern end of this elevation. Projecting piers are clustered at the corners of each pavilion which feature groupings of three six-over-six-light windows in their gables. The south wing's north (courtyard) elevation has a two-and-a-half story pylon at its western end, which signifies an entrance comprised of three metal doors. This elevation has projecting piers that are generally situated every five bays.

North Wing and Triangle Wing (1923-1924, John C. Christensen)

The north wing and triangle wing doubled the size of the school. The central portion of the north wing that houses the three-story assembly hall has a flat roof, which is surrounded by side-gabled roofs that cover the flanking corridors and ancillary spaces. The north wing's south (courtyard) elevation has a front facing gabled pavilion at its westernmost end with clustered projecting piers at its corners and a grouping of three six-over-six-light windows in its gable. This elevation also has a two-and-a-half story pylon in the center, which signifies an entrance comprised of three metal doors topped by a multi-light transom. The courtyard elevation of the north wing has projecting piers that are generally situated every five bays.

The north wing's west (Milwaukee Avenue) elevation features two-and-a-half-story pavilions on either end that flank the public entrance to the assembly hall. These pylons are wider than the school's other pylons and each features four columns at the second story that front deeply recessed windows. The entrance to the auditorium between the two pylons had three sets of paired metal double-doors that are topped by multi-light transoms and

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separated by octagonal attached columns. The three first floor window openings on either side of the three-bay entrance have been infilled with brick. The sash pattern of the windows on the second and third floors of this elevation differ from the pattern used on the school's other elevations and is reminiscent of the patterns used in Frank Lloyd Wright's Prairie style windows. Here, the second floor windows feature three closely spaced center mullions and have a four-over-five-vertical-light configuration. The third floor windows have two closely spaced center mullions and have a nine-over-five-light configuration.

The school's curving Waveland Street elevations comprise arms of both the north and triangle wings to the west and east, respectively. The two wings are conjoined by a narrow-flat-roofed section that features an opening and driveway underpass that leads to the courtyard. The north arm of the Waveland elevation features four gabled pavilions and the triangle arm of the Waveland elevation features two gabled pavilions. The projecting piers along the full length of the Waveland elevation are generally spaced every three or four bays. Many of the first floor window openings along the Waveland elevation have been infilled with brick. Metal doors are spaced intermittently along this long elevation. The alley elevation of the triangle wing features gabled pavilions on either end as well as a loading dock. Projecting piers along this elevation are more closely spaced than on the other elevations, generally every two or three bays.

Interior

The interior of Schurz High School is remarkably well preserved. The main entrance opens onto a small vestibule with orange and black ceramic tile flooring, gray marble walls, and three sets of non-original wood double-doors that access a small, barrel-vaulted lobby with gray marble walls. The lobby is flanked by offices on either side. The north office has a reception room with a large non-original L-shaped wood reception desk and includes original wood floor-to-ceiling mailboxes, built-in paneled oak benches, and a large vault with a thick metal door. Tall, narrow art glass windows with closely spaced mullions are situated above built-in benches. The reception room opens onto a short double-loaded hallway with two small offices on the west side and a low wood partition wall on the east side that encloses a work space with original wood display cabinets and a second vault with thick metal door.

Directly opposite the lobby is the library, which was the original assembly hall for the school. This two-story space is square in plan and topped by a shallow dome, the oculus of which has been infilled and no longer illuminates the room. A semicircular apse-like extension situated at the east end of the library was originally used as a stage and is now used as office space. The original barrel vaulted balcony at the library's west end is now walled off and used for offices. The upper portions of the north and south walls each feature a large, lunette window ornamented with a metal grid-like design. Green ceramic tiles with a matt finish cover the lower portion of the library's walls, wall-to-wall carpet covers the original black and white checkerboard tile flooring, and four original rounded light fixtures are suspended from the ceiling.

Four heroic mural paintings depicting the development of the written word are situated into the spandrels of the library's dome and were executed in 1940. Panel one depicts the earliest known form of writing, the pictographs of the Stone Age. Panel two illustrates the first important advance to the stone hieroglyphs and

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papyrus scrolls of the Egyptians and other early eastern Mediterranean civilizations. Manuscripts and copy books of the medieval monks are shown in panel three. Gutenberg's first printing press is represented in panel four. In addition, portraits of twenty-seven men and women who contributed to education are set in a frieze around the room. Among those depicted are Goethe, Chopin, Lincoln, Pasteur, Jane Addams and Carl Schurz. In 1941, a mural was set into the ceiling of the semicircular extension of the library. Its theme, "The Spirit of Chicago," tells the story of the city from the time of the Native Americans to the present (1941). All the paintings were executed by Schurz students under the direction of German-born muralist Gustav Brand and the school's art teachers.

The school features double-loaded corridors on each floor that are lined with tall yellow metal lockers installed in the 1990s. Corridor walls above the lockers are plaster with wood picture molding and ceilings throughout the school are acoustical tile with fluorescent lighting. The first floor hallway of the central block features a series of original wood display cases with glass doors. The school's wide stairways have asphalt treads, metal risers and square newel posts with large bulbous caps, as well spindle balustrades. Staircases are generally located at the centers and the end of the varying wings. The original terrazzo flooring that once covered all the corridors of the school has been replaced in some wings with linoleum tile. Most of the school's original wood paneled doors with large single lights in their upper portions have been replaced with various door types – the most typical is a flat wood door with a small, rectangular light and metal kick plate. However, all corridor doors feature original wood framing and are topped with deep transoms, all of which have been infilled. The school currently only has one elevator, which is located in the triangle wing. Plans are currently in the works to install a second elevator in the central block.

A typical classroom at Schurz High School features maple flooring, plaster walls with wood picture molding, and an acoustical tile ceiling with fluorescent lighting. Classrooms retain their original dark wood baseboards, slate blackboards and bulletin boards surrounded by wood trim, wood storage cabinets, and wood door and window surrounds. A small number of classrooms have linoleum tile flooring. The former industrial rooms on the first floor of the central block retain their white-glazed brick walls and ceiling monitors except for one room, where the monitor windows have been infilled. Bathrooms typically feature terrazzo flooring, original marble stalls, and wall-hung toilets. However, some bathrooms have octagonal ceramic tile flooring. The original wood paneled stall doors have been removed in all bathrooms. Stalls in the girls' bathrooms now feature plastic doors. Replacement doors were never installed in the boys' bathrooms. The four floor of the central block is used for classrooms and the original fifth floor cafeteria space is still in use, most recently as a band room.

The three-story, 1,700-seat auditorium in the school's north wing is cubic in volume and features a large stage, which is flanked by details such as Corinthian pilasters and topped by a full entablature. This stage surround is heavily ornamented with Classical urns and swags executed in terra cotta. The auditorium has marble baseboards, original wooden folding seats, and painted wood beamed ceiling. Its deep rear balcony and side balconies are supported by columns and ornamented with terra cotta medallions along their solid balustrades. The auditorium holds an immense pipe organ that was installed in 1936 and remains in excellent condition. The organ is situated on the ground floor next to the stage and the massive pipes are situated at the rear of the stage.

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The auditorium's lobby has original terrazzo flooring, wood double-doors with large single lights that are topped by multi-light transoms, and two original ticket windows. The school's only basement is situated directly beneath the auditorium and houses the fan assembly for the organ.

The school's physical education spaces include three gymnasiums, a pool, and accompanying shower rooms, all of which exist in their original condition. All three gymnasiums have maple flooring and their upper floors are illuminated by windows. The central block has a gymnasium situated on its northern end that has wood wainscoting surmounted by white glazed brick walls. Its two stories are connected by a metal spiral stairway and the second level features a curved gallery running track. The south wing has a centrally located pool on the first floor. The pool room has ceramic tile flooring, white glazed brick walls, columns covered with stainless steel, and an acoustical tile ceiling. All of its interior window openings have been infilled with glazed tile. Directly above the pool room is the school's second gymnasium. Its walls are covered with white glazed brick to the top of the doorways with plaster above. This two-story gym has a balcony with bleacher seating across its west wall.

The north side of the triangle wing houses the school's third gymnasium on the first floor. The walls of the two-story space are covered with white glazed brick to the top of the doorways with plaster above. This gymnasium includes a balcony that served as the space where students executed the library's murals and frieze paintings in 1940. Shower rooms for the gymnasiums typically feature ceramic tiling flooring and gray marble partitions between the shower stalls.

Alterations

Schurz High School has excellent architectural integrity and both its exterior and interior are virtually unchanged from their original appearance. Changes to the exterior mainly consist of the replacement of original doors with metal ones, while various overhead door and window openings on the first floor have been infilled with brick, especially along the alley elevation. The original wood exterior doors with large single lights were replaced at an unknown date with the current metal doors. During the early 1990s, Schurz was subject to an award-winning renovation by the Chicago firm of Ross Barney + Jankowski at a cost of \$11.2 million. The building's original clay tile roof, windows, brick cladding, and terra cotta ornamentation were cleaned and repaired. Exterior cleaning revealed the building's two-color brick scheme. The mechanical system and plumbing equipment were updated at this time. The school does not have air conditioning. The school's original metal fence was replaced by the current metal fence at an unknown date.

Over the years, interior spaces have been reconfigured to accommodate changing educational uses. Upon completion of the north wing's large auditorium, the school's original assembly hall was changed to a library. At some point, the library balcony was walled off to create office space and the oculus in its shallow dome was infilled. Large shop rooms and laboratories, originally created for the manual arts division, have in some cases been divided into smaller spaces and are now used for other school-related purposes. The monitor skylights above one of the industrial rooms have been infilled. Most of the school's original wood paneled corridor doors have been replaced and all of their original transoms have been infilled. The windows in the pool room have

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been infilled and original wood paneled doors on all bathroom stalls have been removed. The school lunchroom, originally situated on the fifth floor attic level of the central block was later moved to the second floor of the triangular wing's south arm. During the 1970s, acoustical tile ceilings and fluorescent lighting were added to the school's corridors. At some point, original terrazzo flooring along some of the school's corridors was replaced with linoleum tile. The lockers that currently line the hallways throughout the school were installed in the 1990s.

In the early days of the school, the grounds fronting the U-shaped building were referred to as the "dust bowl," an effect created when the wind stirred. In 1938-1939, landscaping for the area fronting the school was financed through the federal Works Progress Administration. This included the installation of grass and diagonal walkways lined with hedges and elm trees. By the 1950s, the trees had grown extensively and largely obscured the view of the school from Milwaukee Avenue when in bloom. These trees were ravaged in the 1970s by Dutch Elm disease and had to be removed. Trees are scattered throughout the grounds, along with some bushes near the building. The original metal fence that originally surrounded the school property along Addison Street and Waveland was replaced at an unknown date by the current metal fence.

8. Statement of Significance

United States Department of the Interior
National Park Service

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Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- ☐ A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ B Property is associated with the lives of persons significant in our past.
- ☒ C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- ☐ A Owned by a religious institution or used for religious purposes.
- ☐ B removed from its original location.
- ☐ C a birthplace or grave.
- ☐ D a cemetery.
- ☐ E a reconstructed building, object, or structure.
- ☐ F a commemorative property.
- ☐ G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions.)

Architecture

Period of Significance

1910-1924

Significant Dates

1910, 1915, 1923-24

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Perkins, Dwight H. (central block)

Hussander, Arthur F. (south wing)

Christensen, John (north and triangle wings)

Period of Significance (justification)

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The period of significance is 1910 to 1924, during which time Schurz High School was constructed and achieved its present form.

Criteria Considerations (explanation, if necessary)

N/A

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)

Carl Schurz High School, located at 3601 N. Milwaukee Avenue in Chicago's Irving Park community area, is locally significant for National Register listing under Criterion C for architecture. The period of significance is 1910-1924, the time frame in which Schurz High School was constructed and attained its current appearance. An acknowledged masterpiece of architect Dwight H. Perkins, Schurz represents a significant amalgamation of two important architectural styles: the Prairie School and the Chicago School. The gridlike appearance of Schurz High School's elevations, featuring closely spaced vertical piers and recessed spandrels, owes a debt to the work of noted Chicago School architect Louis Sullivan. The use of steeply pitched gabled roofs with wide, overhanging eaves are characteristics of the Prairie Style, as are the school's boldly projecting brick piers and pylons, use of art glass windows, and masterful two-colored brickwork that eschews all ornamentation.

Schurz High School is also significant for exemplifying the school design theories of Dwight Perkins. It includes Perkins' influential "tower toilet system" in which toilet rooms were stacked, one on top of another, allowing for at least one for each sex in each wing. The school also features large, double-sash windows that were instrumental in allowing ample light and ventilation to infiltrate the classrooms, another hallmark of Perkins' school designs. And, in contrast to Chicago public schools built until 1905, Schurz High School was erected with a separate gymnasium and assembly hall. As the school expanded, two additional gymnasiums were erected as well as a larger assembly hall, a space that by then had become standard in Chicago public schools, thanks to Perkins. Together with the classrooms, these public spaces allowed Schurz High School and its Evening School to become a center for community education and culture through the years as Perkins had envisioned.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Development of the Irving Park Community

Carl Schurz High School is located at 3601 N. Milwaukee Avenue in the northwest community area of Irving Park, which originally featured open prairies and two Indian trails that eventually became Milwaukee Avenue and Irving Park Road. Several pioneers purchased large tracts of land to farm in the 1830s, the value of which increased after the Chicago and Northwestern railroad built tracks through the area in the 1850s.

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The earliest settlement in the community area was created in 1869, when newly arrived New York businessman Charles Race purchased land from Major Noble along the Chicago and Northwestern tracks and paid for a depot at the corner of what would become Irving Park Road and Keeler Street. The original tract of land stretched from present-day Montrose and Elston avenues on the north, to Irving Park Road on the south, and from Pulaski Road on the east, to Lowell Street and Kostner Street on the west.¹ The settlement was first called Irvington, as a tribute to author Washington Irving, but soon renamed Irving Park. Joined by associates, Race organized the Irving Park Land Company and subdivided the land into lots.² The new subdivision began to draw residents from nearby Chicago, due to the area's easy access to downtown via hourly trains. The Charles Race family built their Italianate style house at 3945 N. Tripp Street in 1874 and by the following year, some sixty homes were situated in the fashionable village, some of which were quite pretentious.

Two other suburban settlements grew up in the area in the 1870s. To the southwest, John Gray—one of Chicago's pioneers and the first Republican sheriff of Cook County—built a frame Italianate style house at 4362 W. Grace Street about 1869, and then subdivided a portion of his extensive farm in 1873 to create "Grayland" near the Chicago, Milwaukee and St. Paul railroad station of the same name. This subdivision extended west from Kostner Street to Cicero Avenue, between Irving Park Road and Addison Street, and included the site of the future Carl Schurz High School. To the north of the Irving Park subdivision, an eighty-acre parcel named Montrose (later called Mayfair) was subdivided in 1874 at the crossing of the Northwestern and Chicago, Milwaukee and St. Paul railroad tracks, near Cicero and Montrose avenues.

In 1872, Jefferson Township's first high school was established on the second floor of its town hall, a modest, two-story Italianate style building located at the current six corner intersection of Cicero Avenue, Milwaukee Avenue, and Irving Park Road. The police and fire departments were housed on the first floor. Jefferson Township was the seat of government for most of what is now Chicago's northwest side. Students that attended the pioneer township high school included descendents of many of the area's early settler families, who were mainly English, German and Swedish.

Increased numbers of residents flocked to the northwest side after the 1871 Chicago Fire, drawn by its suburban style living and convenient rail connections to Chicago. As a result, Jefferson Township erected its first stand-alone high school building in 1883. The new Jefferson Township High School, a handsome three-story Second Empire style building, was situated at the corner of Wilson and Knox avenues, on the property of the current Irish American Heritage Center.³ The subdivisions of Irving Park, Grayland, and Montrose became part of Chicago in 1889, when Jefferson Township was annexed by election. The replacement of horse-car lines by electric street cars during the 1890s increasingly tied Irving Park to the Loop.

¹ Chicago Fact Book Consortium (ed), *Local Community Fact Book: Chicago Metropolitan Area, 1990* (Chicago: Academy Chicago Publishers, 1995), 74.

² Marilyn Elizabeth Perry, "Irving Park," www.encyclopedia.chicagohistory.org.

³ This school was renamed Jefferson High School at Mayfair following the 1889 annexation. After it was replaced by Schurz High School in 1910, it was used by the Chicago Board of Education as a grade school until its demolition in 1939.

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Carl Schurz High School Establishment and Early History

The Irving Park community area grew rapidly after 1900 with single- and multi-family residences. Business development was situated along Irving Park Road and Montrose Avenue, near the Chicago and Northwestern Railroad, and along Addison Street. The community's expanding population placed greater demands on the old Jefferson High School, as noted by the Superintendent of Schools in a 1907 report:

On January 2, 1906, the Superintendent recommended the erection of a 9-room addition to the Jefferson School. The Jefferson School has been overcrowded for some time. We have placed three portable buildings there, and are now using one small room with 281 pupils in half-day sessions. The school has no assembly hall.⁴

A new high school was planned for Irving Park to relieve this situation as early as 1905, and at some point that year a site was acquired at the northwest corner of 41st Court (now Kedvale Avenue) and Grace Street. In a June 27, 1907 letter to Superintendent of Schools Edwin G. Cooley, Dwight H. Perkins, Chief Architect of the Chicago Public Schools, noted that "sketches are being prepared" for the Irving Park High School for a capacity of 1,000 pupils.⁵ Although plans were produced by August 29, 1907, it was determined that the site was too long and narrow for the future high school and lacked space for a playground or future additions.⁶ As a result, in early 1908, the Board of Education purchased the south 300 feet of the block between 41st Court (Kedvale Avenue) and 42nd Avenue (Keeler Avenue), fronting south on Addison Street, at a cost of \$13,000. It was less than three acres in size.⁷

Later in 1908, an eight-acre site at the northeast corner of Addison Street and Milwaukee Avenue, just two blocks west of the recently purchased Addison Street site, was offered for sale. The tract was situated on a portion of the once extensive John Gray farm and occupied the site of its farmhouse and outbuildings. The Board of Education recommended this site for purchase to the City Council, as it was large enough for the high school and a large play-field. It was acquired in December 1908 at a cost of \$26,000 over the objections of some residents who felt that it was not easily accessible and that its location on Milwaukee Avenue would be noisy.⁸ The Board of Education responded with a report highlighting the public transportation in the vicinity, stating that the site "may be reached by Milwaukee Avenue streetcars and all transfer connections. It is only a

⁴ Typewritten report from the Superintendent of Chicago Public Schools to the Committee on Buildings and Grounds, dated September 5, 1907.

⁵ Letter from Dwight Perkins to Edwin G. Cooley, Superintendent of Schools, dated June 27, 1907.

⁶ Report from Dwight Perkins to the Committee on Buildings and Grounds, dated September 18, 1907.

⁷ "History and Argument Relating to the Carl Schurz High School Site, Irving Park, Chicago," Report from the Board of Education to Chairman Michael Zimmer and Members of the Council Committee on Schools. Not dated.

⁸ "Real Estate Transactions," *Chicago Tribune*, December 20, 1908.

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little more than half a mile walk from the Irving Park station of the Chicago and North Western railroad and less than half a mile from the projected trolley line on N. 40th Avenue. The Grayland station of the Chicago, Milwaukee and St. Paul railroad is also near.” And as far as the noise issue, “The high school will be set back 284 feet from the street.”⁹

Many residents felt that the new high school should retain the old township name while others felt that it should be named after John Gray, who helped settle the area and was a member of Chicago’s first Board of School Inspectors. However, a civic official of German heritage successfully pushed to name the school after Carl Schurz (1829-1906). The German-born Schurz had been an orator and friend of Abraham Lincoln and served as a major-general in the Union Army during the Civil War. He later served as a U.S. Senator from Missouri and was appointed U.S. Secretary of the Interior by President Hayes. While Schurz was unconnected to Chicago education, his wife Margarethe opened the nation’s first kindergarten in 1856 in Watertown, Wisconsin.¹⁰

Carl Schurz High School opened its doors in September of 1910 with 1,031 students enrolled. Its first principal was Walter F. Slocum, who served until his retirement in 1936. Designed by Dwight H. Perkins, it consisted of a rectangular three-story building that faced northwest and was set far back on its site from Milwaukee Avenue. The central pavilion of this block featured an additional fourth story for classrooms and a fifth floor space that was used as the cafeteria. Stacked bathrooms were located on the east side of the double-loaded main corridor. The boys’ and girls’ bathrooms were located on the north and south ends of the main hallway, respectively.

The school featured a four-year general education curriculum and took great pride in its manual arts division for boys. Extensive space was provided on the first floor for shop classes, such as forge and foundry and woodworking, whose rooms flanked the centrally located two-story assembly hall. A two-story boys’ gymnasium was situated on the north end of the school, which featured a gallery with running track at the second level. The second floor included three large rooms for mechanical drawing as well as a room for freehand drawing and one for printing and book binding. The development of facilities for girls’ household arts programs paralleled the development of shop facilities for boys, and sewing and cooking courses were especially popular. There were approximately thirty-five classrooms in the original block.¹¹

Continuous settlement by Germans and Swedes tripled the population of Irving Park between 1910 and 1920, from 14,748 to 42,467. By September 1912—just two years after the completion of Carl Schurz High School—its enrollment increased by fifty percent to 1,522 students, necessitating the construction of the three-story south wing along Addison Street in 1915. It was designed by Arthur F. Hussander, who was appointed Chicago

⁹ “History and Argument Relating to the Carl Schurz High School Site, Irving Park, Chicago,” Report from the Board of Education to Chairman Michael Zimmer and Members of the Council Committee on Schools. Not dated.

¹⁰ “Carl Schurz High School,” Preliminary Summary of Information, Commission on Chicago Historical and Architectural Landmarks, April 7, 1978.

¹¹ Information on the original uses of Schurz High School was gleaned from the plans of the school published in the April 1911 issue of *The Brickbuilder*, Vol. 20 (No. 4), plates 45-47.

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Public School Architect in 1910, following the departure of Perkins. This wing featured a swimming pool on the first floor, an unusual feature at the time, and a two-story girls' gymnasium above, accompanied by shower and locker rooms, and approximately fifteen additional classrooms.

Schurz High School reached its final form in 1924 with the addition of the north wing along Waveland Avenue and the triangle wing at the rear of the building, both designed by Chicago Public School Architect John Christensen. The north wing featured a large three-story assembly hall with stage and U-shaped balcony, which could be entered directly from Milwaukee Avenue. Upon its completion, the original assembly hall was converted to the school library. The school's third gymnasium, two stories in height, was situated on the first floor of the triangle. The school's lunch room was later moved from the fifth floor of the central block to the second floor of the triangle, and included an adjacent kitchen. Approximately fifty-five classrooms were added to the school through the construction of both wings: thirty in the north wing and twenty-five in the triangle. The triangle wing also housed an auto shop and woodworking shops on the first floor.

In addition to the general liberal arts curriculum, Schurz High School offered more specialized four-year coursework in its early years. Students could choose the Commercial Course to prepare for positions as clerks, bookkeepers, accountants, stenographers, and typists, as well as for a general business career. The Technical Course for boys provided hands-on shop practice for students interested in working in the manual industries directly after high school, or those who wished to take engineering courses at the college or university level. Four-year coursework in the Arts and Architecture was also offered. Vocational classes through the Schurz Evening School for adults were held as early as 1921, and two-year courses were offered in such practical fields as Accounting, Stenography, Mechanical Drawing, Machine Shop Work, Electricity or Automobile Shop, and Household Studies.¹²

In 1924, Principal W.F. Slocum captured the vibrant extracurricular atmosphere of the school campus that a visitor witnessed during a tour:

He saw the Choral Society preparing "Elijah;" he saw a practice baseball contest taking place on the athletic field; he saw a sixty piece orchestra made up wholly of boys, playing marvelous music in the Assembly Hall with several hundred pupils seated, listening to what was merely a practice performance; he saw a dramatic club rehearsing for an oncoming entertainment; he heard a debating contest; he saw the editorial staff at work; and he saw the meeting of the officers of the Guard System; all this, bear in mind, after the regular hours of the school. It is no exaggeration to say that at least half of the school was present in membership for the two hours that followed the actual school session.¹³

In the early days of the school, the grounds fronting the U-shaped building were used for football, track and other sports and referred to as "the dust bowl," an effect created when the wind stirred. In 1938-1939,

¹² *Suggestions for Choosing a Course of Study in the Public High Schools of Chicago*, (Chicago: Board of Education, 1921), 2-4.

¹³ *Schurzone*, (Schurz High School yearbook) June 1924, 7.

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landscaping for the campus fronting the school was financed through the federal Works Projects Administration. This included the installation of grass and diagonal walkways lined with hedges and trees.

In 1940, a group of thirty-one students created the murals featured in the four spandrels of the Schurz High School library, under the direction of noted German born artist Gustave Brand (b. 1862) and the school's staff of art teachers. Brand came to Chicago in 1892, commissioned by the German Imperial government to paint the murals in the German Exhibition Hall for the World's Columbian Exposition, and he later executed the panels for the Auditorium Theater. During his next forty-eight years in Chicago he produced hundreds of murals—for banks, public and fraternal buildings, churches and theaters. His mural, "Pantheon de la Guerre," was exhibited at the 1933 Century of Progress exhibition in Chicago.¹⁴ The four Schurz High School murals depict "The Development of the Written Word," describing progress from Stone Age man to the Gutenberg Press. In addition, portraits of twenty-seven men and women who contributed to education were set in a frieze around the room.¹⁵ In 1941, a mural was set into the ceiling of the library's semicircular extension. Titled, "The Spirit of Chicago," it illustrates the story of the city from the time of the Native Americans to the present day (1941).

Architect Dwight H. Perkins and his Chicago Public Designs

Dwight H. Perkins, architect of the 1910 central block of Carl Schurz High School, served as Chief Architect for the Chicago Board of Education from 1905 to 1910, during which time he "set the standard for scholastic building in Chicago."¹⁶ A noted Prairie School architect, he also played a significant role in Chicago's progressive reform movement, designing settlement houses and park field houses, and was deeply involved in the early twentieth century movement to create neighborhood parks throughout the city.

Perkins (1867-1941) was born in Memphis, Tennessee. At the age of eighteen, he enrolled as an architectural student at the Massachusetts Institute of Technology and graduated in 1887 upon completion of a two-year course. He remained at M.I.T as an instructor in Architecture for an additional year and then resigned to acquire hands-on experience. Perkins moved to Chicago and entered the firm of Burnham and Root in 1888. He rose quickly through the ranks at Burnham and Root, and was placed in charge of that office from 1891 to 1893 when the senior partners were busy with preparations for the World's Columbian Exposition.

Perkins established his own practice in 1894, starting with a commission to design a new office building for the Steinway Piano Company at 63 E. Van Buren Street in Chicago (demolished). After its completion in 1896, he took an office on the eleventh floor, opened a drafting room in the attic, and rented space on both floors to a

¹⁴ *Our Library Murals*, Carl Schurz High School, June 11, 1940.

¹⁵ The twenty-seven frieze portraits depict the following individuals: Florence Nightingale, Richard Wagner, Jane Addams, Frederic Chopin, Ludwig von Beethoven, Francis Parker, Francis Willard, Carl Schurz, Dante Alighieri, John Dewey, Michaelangelo Buonarrati, Samuel Clemens, Madame Marie Curie, Horace Mann, Louis Pasteur, Ralph Emerson, Thomas Edison, Homer, Abraham Lincoln, Thomas Jefferson, Albrecht Durer, William Shakespeare, Charles Dickens, Johann Goethe, Alexander Graham Bell, Robert Burns, Aristocles Plato. Source: *Our Library Murals*, Carl Schurz High School, June 11, 1940.

¹⁶ Carl W. Condit, *The Chicago School of Architecture* (Chicago: University of Chicago Press, 1964), 200.

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number of progressive architects. Over the next few years, some of the finest architects of the day worked in Steinway Hall, including Frank Lloyd Wright, Irving and Allen Pond, Robert Spencer, Myron Hunt, Walter Burley Griffin and Marion Mahony.

During the Steinway Hall years, Perkins designed settlement houses for both the University of Chicago in the Back of the Yards community and for Northwestern University. Settlement houses were important reform institutions established in the heart of crowded immigrant neighborhoods. The movement toward such facilities was widespread, especially among universities. Perkins' mother, Marion Heald Perkins, was an associate of Jane Addams, and from an early age Perkins was aware of the potential of architecture in the service of social needs.¹⁷ In 1897, Perkins was one of the founding members of the Chicago Arts and Crafts Society, established at Jane Addams' Hull House. Other charter members included Frank Lloyd Wright, Robert Spencer, Irving and Allen Pond, and Myron Hunt.

Perkins' tenure at Steinway Hall also coincided with his work on the expansion of Chicago's park system. During 1902-1903, he collaborated with noted landscape architect Jens Jensen to prepare a report on the status of parks in Chicago and to recommend changes. Perkins wrote the report and Jensen provided a thorough inventory of both existing and proposed park lands. The resulting *Report of the Special Park Commission*, published in 1904, recommended the expansion of the existing system of boulevards and major parks, and the creation of smaller parks and playgrounds within city neighborhoods. The South Park Commission eventually adopted many of the report's proposals as part of the small parks movement. This amazingly detailed plan eventually led to the creation of the city-wide, consolidated Chicago Park District. A true conservationist, Perkins also became the principal lobbyist for state legislation to create the Cook County Forest Preserve District, which was passed in 1912, and in 1916, he was appointed to the Planning Commission of the Cook County Forest Preserves.

In 1905, Perkins started on the last major area of his career: schools. In that year, the Chicago Board of Education, which at the time was responsible for both the building and operation of the city's schools, appointed Perkins as its chief architect. During his five-year tenure in this position, Perkins designed approximately forty new schools and additions, including such masterpieces as Carl Schurz High School. He also introduced a number of innovative design theories that were unprecedented in Chicago public schools. A 1910 review of Perkins' schools in *The Architectural Record* noted that this work revealed "evidence of the progressive spirit and independent thought that have characterized the work of a large number of Chicago architects."¹⁸

Prior to 1905, Chicago public schools were typically built flush to the sidewalks and lacked any type of playground space. Perkins' work as Chairman of the Special Parks Commission's Playgrounds Committee informed his strong belief in the park-school concept. This entailed the collaboration between park districts and

¹⁷ Eric Emmett Davis, *Dwight Heald Perkins: Social Consciousness and Prairie School Architecture* (Exhibition Catalogue) (Chicago: Gallery 400/University of Illinois at Chicago, 1989), 7.

¹⁸ Peter Wight, "Public School Architecture of Chicago: The Work of Dwight H. Perkins," *The Architectural Record*, Vol. 27 (June 1910), 495.

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school boards, allowing them to combine their land resources in order to provide more air, sunlight, and space for play than might otherwise be economically possible. Perkins' 1907 Lyman Budlong School (2701 W. Foster Street) in Lincoln Square is an example of a school that fronts onto a public park.

Perkins advocated for the acquisition of larger tracts of land for school buildings that would accommodate both playgrounds and future expansion. Schools erected during Perkins' tenure as architect for the Chicago Board of Education were typically set far back from the streets they fronted. Perkins himself highlighted the intentional provision of open space around the 1907 Bernhard Moos School (1711 N. California Street), one of his early designs:

In planning the Bernhard Moos School ample provision was made for playgrounds. The building was located so that two large recreation spaces were arranged in front, upon which the older students are privileged, while two more were fitted up in the rear for the smaller pupils. Adjoining the playgrounds in the rear of the school will be a number of carefully planned vegetable gardens. Encircling the ensemble will be rows of shrubbery and trees which will in time furnish protection as well as shade.¹⁹

Architect Peter Wight noted the changes in the siting of schools that had taken place by 1910:

Schools are now given a larger amount of surrounding open spaces than formerly; in some cases having extensive playgrounds, in others being adjacent to the public playgrounds which have recently been established by the Park Commissions. Mr. Perkins may be called the Father of the Small Park and Playground System of Chicago, having first suggested it and having been a member of the Small Parks Commission since its organization.²⁰

During his 1905-1910 tenure at the Chicago Board of Education, Perkins also maintained a private practice with John Hamilton, called Perkins and Hamilton. The firm designed two noted park buildings: the Hamlin Park Fieldhouse (1910) and the Lincoln Park Refectory (1908). He also designed Seward Park's fieldhouse and Stanton Park's original fieldhouse. The fieldhouse was a new building type that was loosely based on settlement house buildings. Fieldhouses were intended as the physical focus of recreational activity in neighborhood parks, housing activities as varied as drama, English classes, and weight-lifting, serving as de facto community centers in Chicago neighborhoods. Both settlement houses and fieldhouses contained gymnasiums and assembly halls, and often included libraries and clubrooms.

Chicago public schools were initially designed with no provisions for gymnasiums and very few contained assembly halls. As late as 1908, Perkins noted that 183 of the older schools remained "without proper provision for physical culture."²¹ If assembly halls existed, they typically served a dual role as gymnasiums. When schools lacked assembly halls, physical education activities were conducted in corridors and classrooms.

¹⁹ Dwight H. Perkins, "Three New Schoolhouses, Chicago," *The Brickbuilder*, Vol. 18 (November 1909), 225.

²⁰ Wight, 495.

²¹ Letter from Dwight H. Perkins to the Committee on Buildings and Grounds regarding information on gymnasiums in Chicago Public Schools, Feb. 7, 1908.

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Perkins strongly believed that, like settlement houses and fieldhouses, schools should function as centers for their communities and include assembly halls and gymnasiums that could be used for adult education after school hours and by community cultural groups. Thanks in large part to the efforts of Perkins, on October 11, 1905 the School Board passed an order to “include gymnasiums above the assembly hall in all new elementary schools of 24 or 26 rooms having an assembly hall on the main floor.” This was followed by an order on June 6, 1906 to “construct assembly halls in new school buildings, including buildings contemplating additions.”²²

The Chicago public schools that Perkins designed contained separate assembly halls and gymnasiums. By 1908, he reported to the Committee on Building and Grounds that thirty-eight public schools in Chicago were provided with separate modern gymnasiums and that these facilities were planned for twenty-four additional schools, both through new buildings and additions. Assembly halls in the schools designed by Perkins were typically situated in the center of the building facing the main entrance. In this way, the public could enter and leave without entering the school corridors.

Perkins advocated “throwing away the front door key,” of schools and “opening the building for all the people for all purposes all of the time.”²³ In this regard, he anticipated the establishment of evening schools for adults in buildings such as Schurz High School, noting that:

How natural it is that an institution which is looked upon as so great an agency for good in the child’s life is now made to provide for the father’s and mother’s recreation and educational advancement as well, thus centering the family and community interests.²⁴

A startling example of how backward schools and school boards were in the early 1900s is the fight which Perkins had to wage to get the tower-toilet system in Chicago schools. Previously toilets were located in school basements where children were herded at specific times, regardless of age. The rest of the time the toilets were locked. Starting in 1907, Perkins began stacking toilet rooms, one on top of another, allowing one for each sex on each floor.

Perkins was also far ahead of his time regarding his theories about direct sunlight in the classroom, which he felt to be beneficial. He believed in orienting schools to the east or west whenever possible. According to Perkins:

The advantage of steady light from the north is recognized, but is not considered, by many including myself, as so essential as sunshine; and, given a unilateral light, one cannot have north exposure and sunshine, too. Those rooms which face south only, receive too much sunshine and require the drawing of shades to such an extent that they do not get enough light. The nearest approximation is a room facing either east or west. In the morning the east room gets sunshine and the west room gets steady light of

²² Synopsis of General Board Orders Referring to Items Connected with School Buildings, undated.

²³ Dwight H. Perkins, “The School Building as a Social Center,” *The Brickbuilder*, Vol. 25 (January 1916), 2.

²⁴ Dwight H. Perkins and Howell Taylor, “The Functions and Plan-Types of Community Buildings,” *Architectural Record*, Vol. 56 (October 1924), 294.

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north quality, and in the afternoon the conditions are reversed, giving the advantages of both north and south exposure in a modified degree to all rooms.²⁵

In addition to introducing a range of innovations to the Chicago Public Schools, Perkins also produced school buildings that were aesthetically different from those of his predecessors. The Italianate was the primary architectural style used for school buildings erected in the 1870s and 1880s. Italianate Style schools were typically three stories on a raised basement and featured a center hall plan with four rooms to a floor, each of which measured 28 x 33 feet.²⁶ Many schools during the 1890s were clad with red brick and featured the Romanesque Revival style, with round arched terra cotta drip moldings and Classical ornamentation, such as scrolls, pediments and pilasters executed in stone and concentrated around entrances, which were often surrounded with limestone.

Perkins' most original school designs were created near the end of his tenure, their designs driven by the need to cut expenses during a period of rising costs for both labor and materials. Unlike their predecessors, schools such as Carl Schurz, Grover Cleveland and Lyman Trumbull, though quite different visually, all featured the use of bold, geometric shapes and the elimination of extraneous ornament. Perkins instead created visual interest in these buildings by a masterly use of patterned brickwork.

The Chicago Historic Resources Survey has identified fifteen extant schools that were designed by Perkins during his 1905-1910 tenure as Architect for the Chicago Board of Education, including Schurz High School. Perkins achieved economies of scale by using variations on the same designs in different locations. As a result, these schools can be divided into five "types" that share the same architectural language: the Moos, Jahn, Cleveland, Trumbull, and Schurz types.

The five extant schools categorized under the "Moos" type were all built in 1906 and are visually similar to the Bernhard Moos School in West Town (1711 N. California Street). They include the Lyman Budlong School in Lincoln Square (2701 W. Foster Street), the Stephen K. Hayt School in Edgewater (1518 W. Granville Street), the Francis Scott Key School in Austin (517 N. Parkside Street), and the George Pullman School in Pullman (11301 S. Forrestville Street). These schools were designed very early in Perkins' tenure as Chicago Public School Architect and do not differ markedly from their predecessors. Each consists of a three-story with raised basement rectangular block with a centrally located main entrance and two stair pavilions on either end of the front elevation. The Moos, Budlong and Pullman schools exhibit visual characteristics of the Gothic Revival style through the use of a castellated parapet and angled buttressing.

²⁵ Dwight H. Perkins, "Class Room Lighting," An address delivered before the Superintendents and Principals of the public schools of Chicago on December 5, 1908.

²⁶ Jean Guarino, *James Ward Public School*, Preliminary Landmark recommendation approved by the Commission on Chicago Landmarks, February 5, 2004.

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The three buildings categorized under the “Jahn” type are similar in appearance to the Friedrich Jahn School in North Center (3149 N. Wolcott Street) and were built in 1906 and 1907. The other two are Graeme Stewart School in Uptown (4517 N. Kenmore Street) and the William Penn School in Lawndale (1600 S. Avers Street). Also built as three-story with raised basement rectangular blocks, these schools have projecting end pavilions and their windows are arranged in groups of three. Most notable are their Prairie Style characteristics—a novelty in school buildings at the time—consisting of a massive hipped roof with overhanging eaves and large metal braces.

The three buildings categorized under the “Cleveland” type are similar in appearance to the Grover Cleveland School in Irving Park (3850 N. Albany Street) and were built from 1908-1910. The other two are the Alfred Nobel School in Humboldt Park (1330 N. Karlov Street) and the Joseph E. Gary School in Little Village (3018 S. Ridgeway Street). These three flat-roofed schools have the plan of a short-stemmed “T” with the three wings nearly identical in appearance. Buff brick wall planes on each elevation are bordered with bands of patterned brickwork and are superimposed by a grid of continuous piers.

The George W. Tilden School in West Garfield Park (4152 W. West End Street) and the Lyman Trumbull School in Edgewater (5200 N. Ashland Avenue) are visually quite similar. Most notably, the front elevation of each school features two towers topped by hipped roofs that flank the main entrance and feature patterned brickwork. Visual interest throughout the building is created by the use of a masonry pattern of horizontal bands of buff brick alternating in light and dark tones. The light brick was laid with white mortar and the dark brick in brown mortar in order to reinforce the sense of horizontality.

And last, Carl Schurz and Bowen High Schools in the Irving Park and South Chicago community areas, respectively, both completed in 1910, share the same architectural features. The front elevation of Bowen High School (2710 E. 89th Street) is virtually identical to Schurz High School except for its inclusion of front facing gabled pavilions on either end. Bowen High School lacks the two-tone brick color scheme featured on Schurz High School, however, as well as its symmetrical wings. Schurz High School will be discussed in detail in the “Architectural Significance of Carl Schurz High School” section.

In 1907, Alfred R. Urion, general counsel for the giant Armour Company, became President of the Board of Education. He and Perkins clashed on many issues, such as the need for separate gymnasiums and assembly halls, which Urion considered an extravagance. In February 1910, Urion leveled charges of “insubordination, incompetency and extravagance” against Perkins and demanded his resignation. Perkins refused to resign and demanded a trial. A divergent coalition of organizations rallied to his support, such as the conservative City Club, the *Chicago Daily Socialist* newspaper, the Chicago Federation of Labor, and the Winslow Park Women’s Club.²⁷

²⁷

Dwight H. Perkins—Father of Today’s ‘New’ School Ideas,” *Architectural Forum*, Vol. 97 (October 1952), 124.

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There was widespread public interest in Perkins' trial, which was closely covered by the press. Witnesses for the defense included some of the foremost school architects and administrators in the country, the President of the American Institute of Architects and—most eloquently—Perkins himself, who was armed with facts and figures and presented a masterly defense. Five weeks of hearings were conducted starting on March 7, 1910. In the end he lost his job as school architect, against a high volume of public indignation, and returned to private practice with John Hamilton. In 1911, the partners were joined by William Fellows, and became the successful firm of Perkins, Fellows and Hamilton, with an office across from Chicago's Water Tower. Most of the firm's work involved designing dozens of schools throughout the country, including the senior and junior high schools at Bay City, Michigan (1921-1922), the high school at Manitowoc, Wisconsin, and the high school at Richmond, Indiana (1922-1924).²⁸

Notable exceptions to the school work were the *Chicago Daily News* Fresh Air Sanitarium (1920, now the Theater on the Lake) in Lincoln Park, and the Lion House in Lincoln Park Zoo (1912), for which Perkins received the Gold Medal from the American Institute of Architects for design.²⁹ However, a 1952 article on Perkins in *Architectural Forum* described the one honor that he prized most, which was informal, yet very rare. It was praise from Louis Sullivan, a man who most Chicago architects greatly admired. George Elmslie wrote Perkins a letter on May 10, 1928, in which he said he thought Perkins might be interested in knowing that Sullivan, some time before he died, had said this about Perkins: "He is a real man, George, and I have more respect and admiration for him than for any other architect in this part of the country. He acts like a man and can stand on his feet and THINK like a man."³⁰

Around 1925, Perkins went totally deaf, but still remained active on the contracts that he secured. His son, Lawrence B. Perkins, who had become an architect, served as his father's ears in some public situations and as his associate in private practice. By his own admission, Lawrence Perkins would not have been granted the interview for his first major commission, the Crow Island Elementary School in Winnetka, if it were not for his famous father.³¹ Starting in 1927, Dwight Perkins continued his architectural work in association with Melvin C. Chatten and C. Herrick Hammond (Perkins, Chatten & Hammond) with offices at 160 N. LaSalle Street. During that time he served as a consultant to his son's firm, Perkins and Will. Dwight Perkins withdrew from practice in Chicago in the mid-1930s and moved to Evanston, Illinois. He died while traveling and sketching in New Mexico, in 1941.

²⁸ Henry F. Withey and Elsie Rathburn Withey, *Biographical Dictionary of American Architects (Deceased)* (Los Angeles, California: Hennessey & Ingalls, Inc., 1970), 468-469. Detailed information and photos of school designs by Perkins, Fellows and Hamilton is contained in an undated book published by the firm titled, *Educational Buildings by Perkins, Fellows and Hamilton Architects*, Chicago (Chicago: The Blakely Printing Co., n.d.).

²⁹ Davis, 15.

³⁰ "Dwight H. Perkins—Father of Today's 'New' School Ideas," *Architectural Forum*, Vol. 97 (October 1952), 125.

³¹ Davis, 15.

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The Architectural Significance of Carl Schurz High School

Carl Schurz High School is a distinctive visual landmark in the Irving Park community and an acknowledged masterpiece of architect Dwight Perkins. Although designed in stages by three different architects, the U-shaped building with triangular rear wing possesses a unified appearance and its later symmetrical wings follow Perkins' original conception. Schurz High School represents a significant amalgamation of two important architectural styles: the Prairie Style and the Chicago School.

The gridlike appearance of Schurz High School's elevations, featuring closely spaced vertical piers and recessed window spandrels, owe a debt to the work of architect Louis Sullivan and is reminiscent of his Wainwright office building in St. Louis. Sullivan, famous for his ornament inspired by nature, crusaded for an authentic American architectural style based on the principle that a building's form should follow its function. He and other architects, such as Dankmar Adler, Daniel Burnham, John Wellborn Root, William Holabird, and Martin Roche, were the premier architects of Chicago School architecture. The style was developed in the late nineteenth century to find an appropriate exterior expression for the then-new steel-framed skyscraper. Facades of Chicago School style office and mercantile buildings revealed their underlying gridlike structure of iron and steel—with broad windows set in a framework of narrow piers and spandrels. Scholar Carl Condit noted the unrelenting verticality articulated by the wall planes of Schurz High School:

The major emphasis of the wall treatment is the verticalism secured by Sullivan's technique of introducing false piers between the true piers, which are impossible to discover except at the entrances. Elsewhere this accent is uniform throughout the length of all the elevations.³²

Perkins' Prairie Style designs, such as Schurz High School, were undoubtedly stimulated by his association with Frank Lloyd Wright and other progressive architects who worked in the topmost story of Steinway Hall from 1896 through the early 1900s. As Wright scholar H. Allen Brooks has noted, "How many times these men worked together cannot be known, yet certainly none worked in isolation."³³ It was during this period that these architects transformed the concepts of the Arts and Crafts movement into the indigenous Prairie Style, which became a style mainly used for residential architecture.

Perkins and other architects at Steinway Hall helped establish the Chicago Architectural Club, which provided a useful means to exhibit their work. The club sponsored design competitions and lectures that were held in the club rooms of the Art Institute of Chicago. Wright himself recalled the Steinway Hall years in his 1957 autobiography:

³² Condit, 202.

³³ H. Allen Brooks, *The Prairie School: Frank Lloyd Wright and His Midwest Contemporaries*, (NY: Norton, 1972), 28-29.

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I well remember how the “message” burned within me, how I longed for comradeship until I began to know the younger men and how welcome was Robert Spencer, and then Myron Hunt, and Dwight Perkins, Arthur Heun, George Dean, and Hugh Garden. Inspiring days they were, I am sure, for us all.³⁴

Frank Lloyd Wright was profoundly influenced by the work of his employers, Louis Sullivan and Dankmar Adler. Hired originally to develop detailed sketches for the Auditorium Building in Chicago, Wright was soon promoted to head draftsman and developed remarkable skill in residential architecture. After ten years of experimentation, Wright officially unveiled the Prairie House in 1901 with the design of two model houses published in the *Ladies Home Journal*: “A Home in a Prairie Town,” and “A Small House with Lots of Room in it.” Wright’s Prairie Style rejected the popular idea of reviving past historical styles and sought to create an indigenous architecture that combined utility and beauty and reflected its natural surroundings. Sweeping horizontal lines are emphasized in Prairie Style homes, articulated by overhanging eaves, strips of casement windows and continuous sills. They are topped by gable or hipped roofs. The use of natural colors and materials, such as Roman brick or stucco with wood trim, are other Prairie Style hallmarks.

Schurz High School displays characteristics of the Prairie style of architecture and is an unusual example of this residential idiom being applied to an educational building. Only Perkins’ Bowen High School in South Chicago (2700 E. 89th Street), also erected in 1910, is similar in appearance to Schurz. Chicago public schools erected prior to Perkins’ tenure as Architect for the Board of Education were designed in such historical styles as the Italianate, Romanesque and Gothic Revival. Schools designed in the decade afterward were mainly Classical Revival.

The use of steeply pitched gabled roofs with wide overhanging eaves on Schurz High School was a characteristic of the Prairie Style, and was featured on such Wright-designed homes as the Dana House in Springfield and the Bradley House in Kankakee, Illinois. The school’s boldly projecting brick piers and pylons topped by terra cotta coping that terminate just one half-story beneath the roofline can be seen flanking the main entrance, at the building’s corners, and along its wings. These were common elements in Wright’s designs of the mid-1900s, and were used on buildings that include the Hillside Home School in Spring Green, Wisconsin; the Darwin Martin House and Larkin Office Building in Buffalo; and Unity Temple in Oak Park. The masterful two-toned brickwork that eschews all ornamentation is another Prairie Style hallmark and shows Perkins’ virtuosity in this medium. The combination of brown brick walls with orange brick cladding on the ground floor, pylons and projecting piers creates a striking visual aesthetic. Finally, the use of art glass window sash patterns on the main entrance pavilion of the original block, the Milwaukee Avenue elevation of the north wing, and in the school’s north lobby office, are additional features of the Prairie School style.

Schurz High School is also significant for exemplifying the school design theories of Dwight Perkins, which proved so influential that a 1952 article in *Architectural Forum* on the architect referred to him as the “Father of today’s ‘new’ school ideas,” noting that, “Almost all of the ideas that have dominated contemporary school

³⁴ Quoted in Brooks, 31.

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architecture of the past dozen years were either tried or described in the buildings or writings of Dwight Perkins during his years as architect for the Chicago Board of Education, 1905 to 1910.³⁵ Perkins was likely instrumental in the decision to reject the three-acre site previously acquired for Schurz High School in favor of the present eight-acre parcel, which provided ample open space around the school while allowing it to be oriented in an east-west direction and set far back from noisy Milwaukee Avenue. Schurz High School includes Perkins' influential "tower toilet system" in which toilet rooms were stacked, one on top of another, allowing for at least one for each sex in each wing. The school also features large, double-sash windows that were instrumental in allowing ample light and ventilation to infiltrate the classrooms, another hallmark of Perkins' school designs. And, in contrast to Chicago public schools built until 1905, Schurz High School was erected with a separate gymnasium and assembly hall. As the school expanded, two additional gymnasiums were erected as well as a larger assembly hall, a space that by then had become standard in Chicago public schools, thanks to Perkins. Together with the classrooms, these public spaces allowed Schurz High School and its Evening School to become a center for community education and culture through the years as Perkins had envisioned.

Architect Arthur F. Hussander (1915 South Wing)

Arthur F. Hussander served as Chicago Board of Education Architect from 1910 to 1920. In contrast to Perkins, Hussander designed the vast majority of his schools in the Classical Revival style, including the Carter Harrison School in Little Village (2850 W. 24th Street) and Senn High School in Edgewater (5900 N. Glenwood Ave.), which are nearly identical in appearance and were both constructed in 1912. These stately buildings are U-shaped in plan and feature Classical temple fronts and vertical strips of window bays divided by three-story Ionic pilasters. One exception to his Classical Revival idiom is a 1913 school in Auburn Gresham (830 W. 77th Street), which was designed in the then-popular Art Nouveau Style.

In 1915, Hussander designed the south wing of Schurz High School, which closely followed Dwight Perkins' design for the school's original block. It features the same two-toned brickwork, fenestration pattern, gridlike elevations, and projecting piers. Hussander also located a two-and-a-half-story pylon on the west end of the south wing's north (courtyard) elevation. His wing provided additional classrooms for the school as well as a pool and a second gymnasium.

A 1919 article noted that Hussander's new Lindblom High School and the Orr School "are the most efficient and economical type of buildings yet erected for educational purposes and they will serve as models for a record-breaking \$5 million building program to be carried out in 1920 by Arthur F. Hussander, architect for the board of education."³⁶ According to the *Chicago Historic Resources Survey*, twenty of Hussander's schools are extant, all of which are rated orange, denoting structures of possessing significance to the community.

³⁵ "Dwight H. Perkins—Father of Today's 'New' School Ideas," *Architectural Forum*, Vol. 97 (October 1952), 119, 120.
³⁶ "Nine New Schools Will House 11,400 Pupils Next Fall," *Chicago Tribune*, Aug. 19, 1919.

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John C. Christensen (North and Triangle Wings, 1923-1924)

John C. Christensen (1877-1967), who served as Chicago Board of Education Architect from 1921 to 1959, designed dozens of high quality schools throughout the City—both elementary and high schools—during this long tenure. Christensen announced his philosophy of school architecture in 1921 when he stated, “I’m designing every new public school as a complete and independent unit, absolutely different from every other school in the city.” This philosophy of different school designs in the public school system was startling at that time.

Christensen designed the north wing and the triangle wing of Schurz High School in the early years of his long tenure as Chicago Public School architect. Both wings are sympathetic to the materials and designs used in the two previous wings, and feature the same two-toned brickwork, fenestration pattern, gridlike elevations, and projecting piers. The north wing also has a two-and-a-half-story pylon located in the center of its south (courtyard) elevation. The most notable aspect of the Christensen’s north wing is its 1,700 seat auditorium, which is accessed directly via a prominent three-bay entrance along Milwaukee Avenue that is flanked by two-and-a-half-story pylons. The triangle wing provided additional classrooms for the school’s rapidly expanding population and well as the school’s third gymnasium and a large cafeteria.

In 1929, Christensen authored an illustrated monograph of his public school works to date, in which he described various styles that he often emulated in his designs:

Every conceivable style of architecture can be found in our schoolhouses. The Colonial style lends itself readily to school building design. This style enjoys cherished associations and constitutes a substantial and enduring legacy...The Romanesque, governed by classic traditions, with its Byzantine and Norman influences, appeals as a prolific source of inspiration for school building design. It is a style which can be adapted to any sections of our country and offers a picturesque and romantic quality that is most appealing...The English Tudor and Early Renaissance have been widely used in all sections of the country. In its proper environment, this is a particularly happy and appropriate style for school work and one which by heritage appeals to a large part of our people.³⁷

The 1941 Chicago Vocational School was Christensen’s most monumental project, and its streamlined Art Deco form and detailing was a clear break from his earlier, more traditionalist school designs. This building marked the start of a new simplified type of modernism that he was to use in his subsequent school designs. According to the *Chicago Historic Resources Survey*, twenty-one of Christensen’s schools and two of his high school stadiums are extant, all of which are rated orange, denoting structures of possessing significance to the community.

³⁷ John C. Christensen. *A Quarter of a Century School Building*. (Chicago: 1929).

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In conclusion, Carl Schurz High School, located at 3601 N. Milwaukee Avenue in Chicago's Irving Park community area, is locally significant for National Register listing under Criterion C for architecture. An acknowledged masterpiece of architect Dwight H. Perkins, Schurz represents a significant amalgamation of two important architectural styles: the Prairie School and the Chicago School. The gridlike appearance of Schurz High School's elevations, featuring closely spaced vertical piers and recessed spandrels, owes a debt to the work of noted Chicago School architect Louis Sullivan. The use of steeply pitched gabled roofs with wide, overhanging eaves are characteristics of the Prairie Style, as are the school's boldly projecting brick piers and pylons, use of art glass windows, and masterful two-colored brickwork that eschews all ornamentation.

Schurz High School is also significant for exemplifying the school design theories of Dwight Perkins. It includes Perkins' influential "tower toilet system" in which toilet rooms were stacked, one on top of another, allowing for at least one for each sex in each wing. The school also features large, double-sash windows that were instrumental in allowing ample light and ventilation to infiltrate the classrooms, another hallmark of Perkins' school designs. And, in contrast to Chicago public schools built until 1905, Schurz High School was erected with a separate gymnasium and assembly hall. As the school expanded, two additional gymnasiums were erected as well as a larger assembly hall, a space that by then had become standard in Chicago public schools, thanks to Perkins. Together with the classrooms, these public spaces allowed Schurz High School and its Evening School to become a center for community education and culture through the years as Perkins had envisioned.

Developmental history/additional historic context information (if appropriate)

N/A

9. Major Bibliographical References

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- Typewritten report from the Superintendent of Chicago Public Schools to the Committee on Buildings and Grounds, dated September 5, 1907. (Box 1, Folder 4)
- Letter from Dwight Perkins to Edwin G. Cooley, Superintendent of Schools, dated June 27, 1907. (Box 1, Folder 5)
- Letter from Dwight Perkins to E.G. Cooley, Superintendent of Schools, dated Sept. 20, 1907. (Box 1, Folder 4)

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- Report from Dwight Perkins to the Committee on Buildings and Grounds regarding new school buildings and additions, dated Sept. 18, 1907. (Box 1, Folder 5)
- "History and Argument Relating to the Carl Schurz High School Site, Irving Park, Chicago." Report from the Board of Education to Chairman Michael Zimmer and Members of the Council Committee on Schools, undated. (Box 1, Folder 11)
- Perkins, Dwight. "Cost of Chicago Elementary School Buildings." 1909. (Box 1, Folder 14)
- Report to the Board of Education from the Committee appointed to visit eastern cities to investigate the use of assembly halls in school buildings, dated June 9, 1910. (Box 1, Folder 1)
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- Perkins, Dwight H. "Description – Bernhard Moos School," dated July 18, 1909. (Box 1, Folder 8)
- Letter from Dwight H. Perkins to the Committee on Buildings and Grounds regarding information on gymnasiums in Chicago Public Schools, dated Feb. 7, 1908. (Box 1, Folder 6)
- Letter from Dwight Perkins to Mr. J.A. Guilford, Business Manager, Board of Education, regarding the selection of sites for new school buildings, dated August 3, 1908. (Box 1, Folder 6)
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Our Library Murals. Carl Schurz High School, June 11, 1940.

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Previous documentation on file (NPS):

☐ preliminary determination of individual listing (36 CFR 67 has been requested)
☐ previously listed in the National Register
☐ previously determined eligible by the National Register
☐ designated a National Historic Landmark
☐ recorded by Historic American Buildings Survey # _____
☐ recorded by Historic American Engineering Record # _____
☐ recorded by Historic American Landscape Survey # _____

Primary location of additional data:

☐ State Historic Preservation Office
☐ Other State agency
☐ Federal agency
☐ Local government
☐ University
☐ Other

Name of repository: **Carl Schurz High School Archive**

Historic Resources Survey Number (if assigned): _____

United States Department of the Interior
National Park Service

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Chicago, Cook County, Illinois

10. Geographical Data

Acreage of Property 8 acres

(Do not include previously listed resource acreage.)

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>16</u> Zone	<u>438965</u> Easting	<u>4644126</u> Northing	3	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing
2	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing	4	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing

Verbal Boundary Description (Describe the boundaries of the property.)

Carl Schurz High School is located at 3601 N. Milwaukee Ave, at its northeast corner with Addison. It is set far back on a triangular site that is bounded by Milwaukee Avenue on the west, Waveland Avenue on the north, an alley on the east, and Addison Street on the south.

Legal Description: Block 220, Sub Block 22, Parcel 1 in Area 13, including that part of northeast Milwaukee Avenue and south and east of Bond Street, southwest quarter, southwest quarter, northeast quarter, lying west 617.07 feet thereof eight acres, Township 42 North, Range 13 East of the Third Principal Meridian, in Cook County Township, Cook County, Illinois.

Boundary Justification (Explain why the boundaries were selected.)

The boundaries described encompass the site upon which Carl Schurz High School is situated. These boundaries have remained unchanged since the site was acquired in 1908.

11. Form Prepared By

name/title	<u>Jean L. Guarino</u>		
organization	<u>Independent Architectural Historian</u>	date	<u>March 5, 2010</u>
street & number	<u>1176 S. Oak Park Avenue</u>	telephone	<u>708.386.1142</u>
city or town	<u>Oak Park</u>	state	<u>IL</u> zip code <u>60304</u>
e-mail	<u>guarinojl@gmail.com</u>		

NATIONAL REGISTER OF HISTORIC PLACES

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Chicago, Cook County, Illinois

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property:	Carl Schurz High School
City or Vicinity:	Chicago
County:	Cook
State:	IL
Photographer:	Jean L. Guarino
Date Photographed:	February 2010
Location of Original Digital Files:	1176 S. Oak Park Ave., Oak Park, IL 60304

Photo #1: (IL_Cook County_Carl Schurz High School_0001)
Front of building, showing main block in center and two flanking wings surrounding courtyard, camera facing northeast

Photo #2: (IL_Cook County_Carl Schurz High School_0002)
Front (west) elevation of building's central block, camera facing northeast

Photo #3: (IL_Cook County_Carl Schurz High School_0003)
South elevation of building's north wing, camera facing north

Photo #4: (IL_Cook County_Carl Schurz High School_0004)
North elevation of building's south wing, camera facing south

Photo #5: (IL_Cook County_Carl Schurz High School_0005)
Southwest corner of building's south wing, camera facing northeast

Photo #6: (IL_Cook County_Carl Schurz High School_0006)
South elevation of building's south wing, camera facing north

United States Department of the Interior
National Park Service

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Carl Schurz High School
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Photo #7: (IL_Cook County_Carl Schurz High School_0007)
Northwest corner of building's north wing, camera facing southeast

Photo #8: (IL_Cook County_Carl Schurz High School_0008)
North elevation of building's north wing, camera facing southeast

Photo #9: (IL_Cook County_Carl Schurz High School_0009)
Northeast corner of building, camera facing southwest

Photo #10: (IL_Cook County_Carl Schurz High School_0010)
East (alley) elevation of building, camera facing southwest

Photo #11: (IL_Cook County_Carl Schurz High School_0011)
Aerial view of Schurz High School, camera facing northeast

Photo #12: (IL_Cook County_Carl Schurz High School_0012)
library, camera facing southeast

Photo #13: (IL_Cook County_Carl Schurz High School_0013)
Assembly Hall, camera facing, southeast

Photo #14: (IL_Cook County_Carl Schurz High School_0014)
Central block gymnasium, camera facing northeast

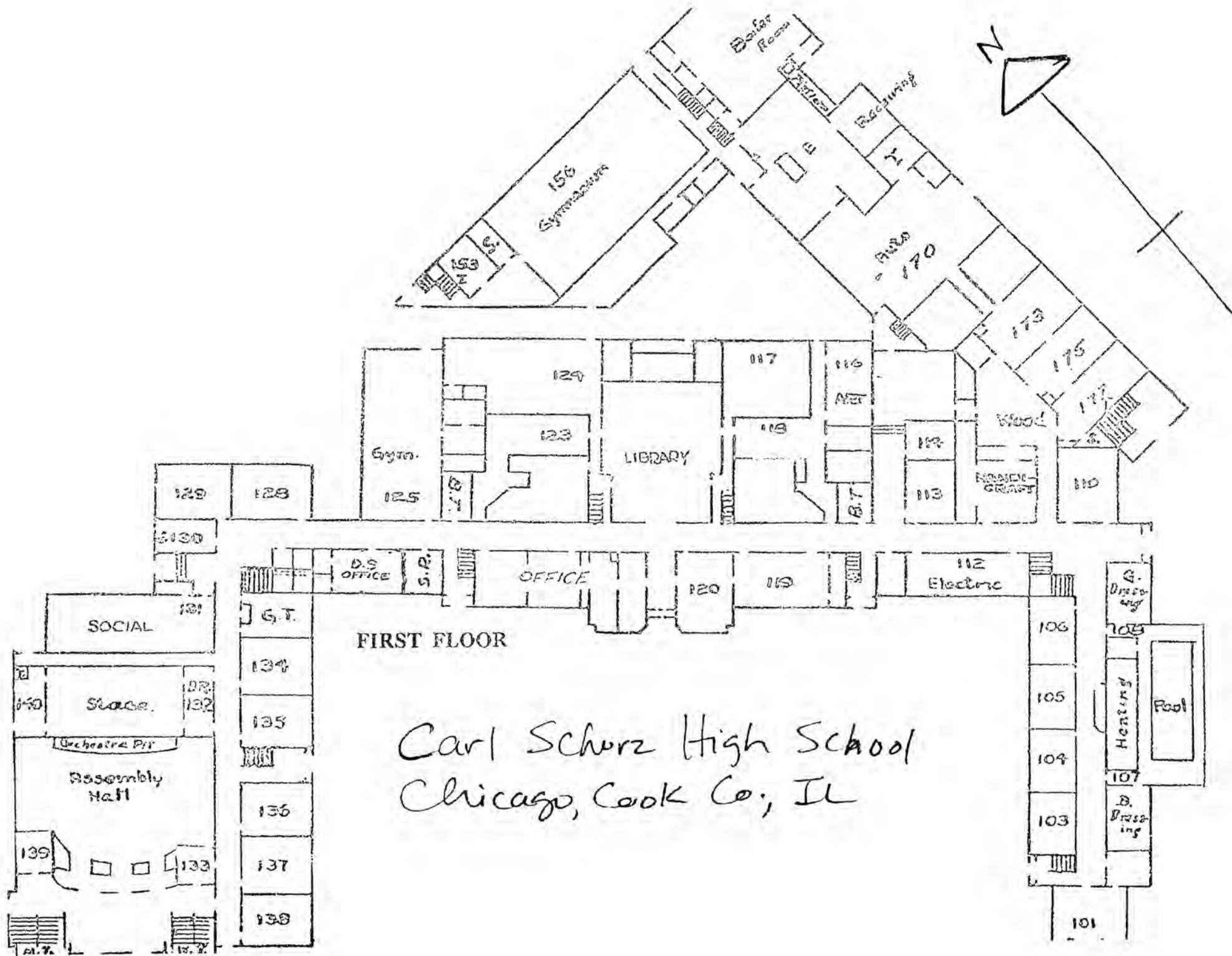
Property Owner:

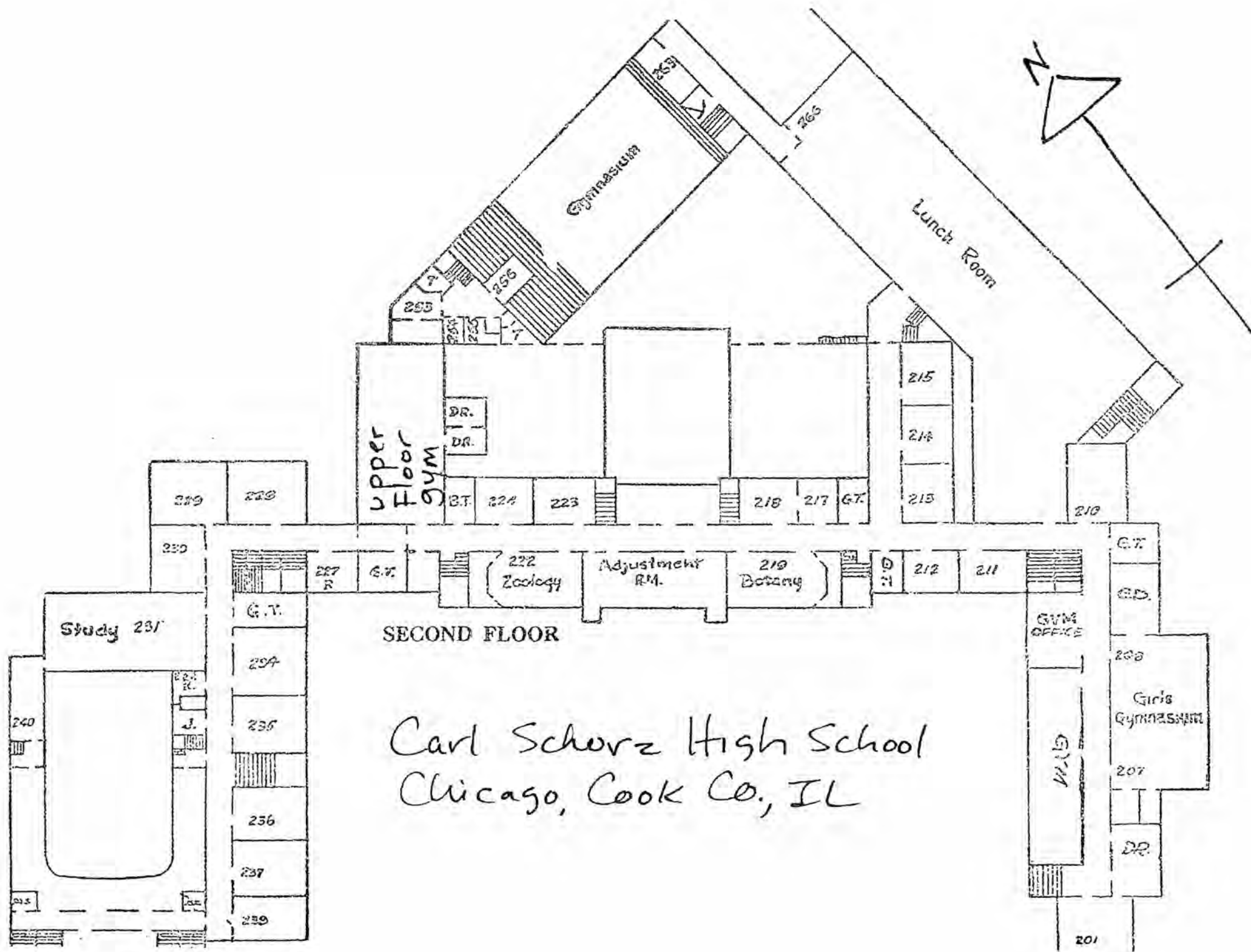
(Complete this item at the request of the SHPO or FPO.)

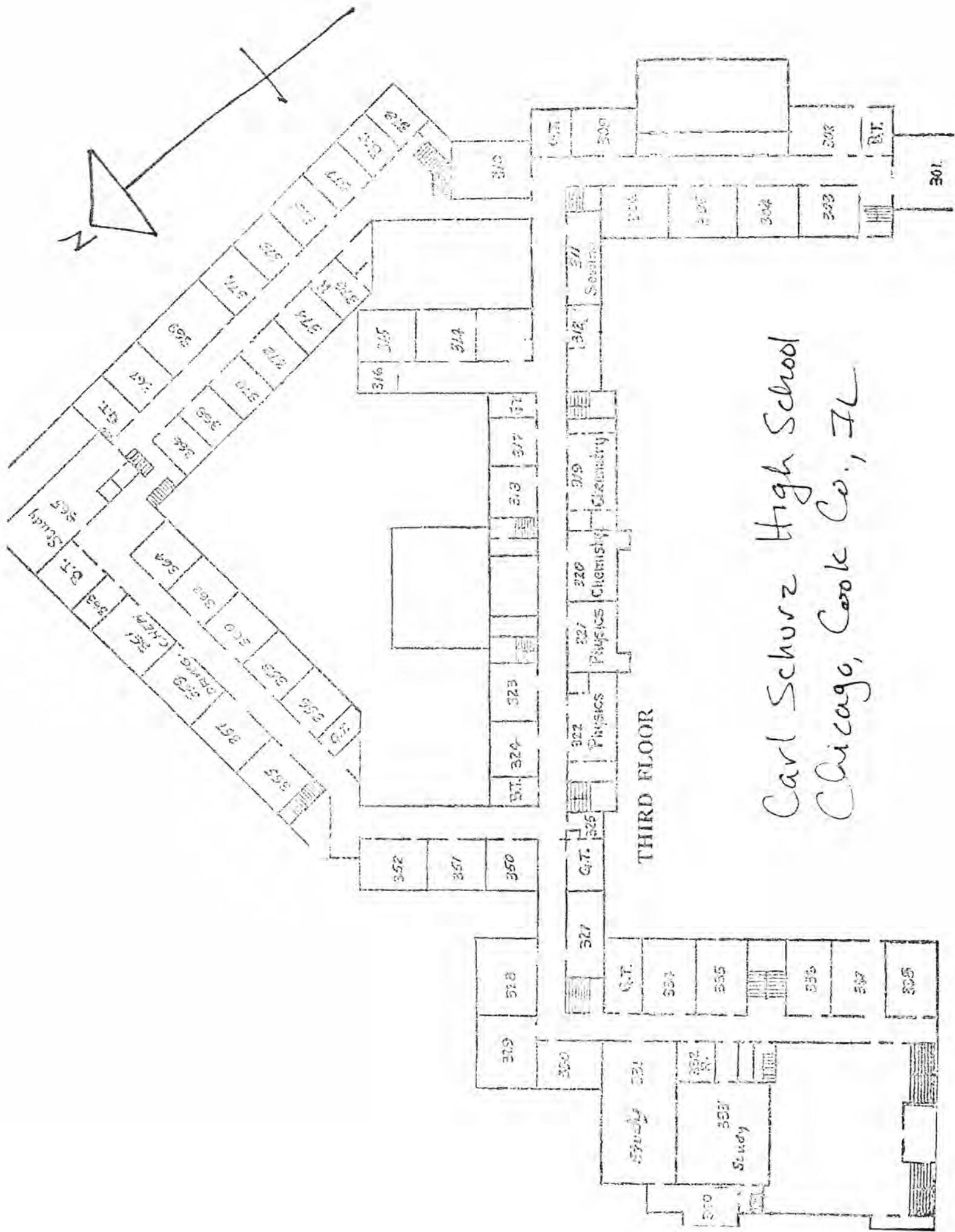
name Chicago Board of Education (contact person: Patricia L. Taylor)
street & number 125 S. Clark Street telephone 773.553.2900
city or town Chicago state IL zip code 60603

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 460 et seq.).

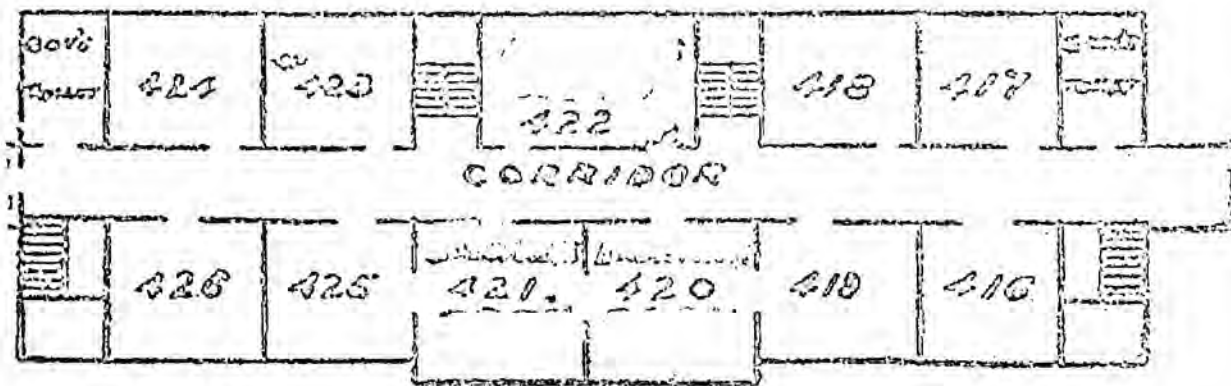
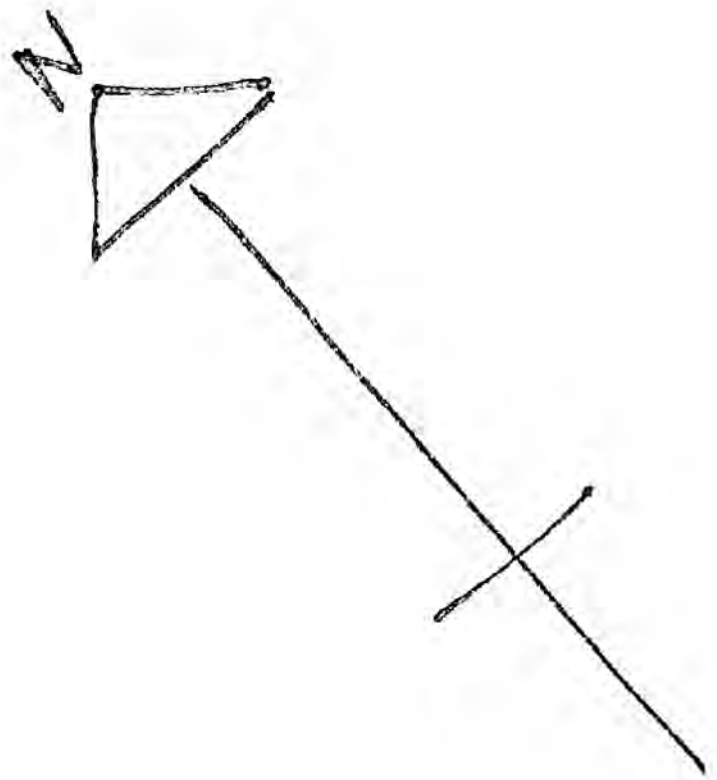
Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.







Carl Schurz High School
Chicago, Cook Co., IL



FOURTH FLOOR.

Carl Schurz High School
Chicago, Cook Co., Ill

41 Upper Pike Creek Rd,
Newark vicinity, 11000036,
LISTED, 2/22/11

ILLINOIS, COLES COUNTY,
Roytek, Richard, House,
3420 Richmond Ave,
Mattoon, 11000030,
LISTED, 2/22/11

ILLINOIS, COOK COUNTY,
Brown, Roger, Home and Studio,
1926 N Halsted St,
Chicago, 11000029,
LISTED, 2/22/11

ILLINOIS, COOK COUNTY,
Greeley, Dr. Paul W. and Eunice, House,
545 Oak St,
Winnetka, 11000048,
LISTED, 2/25/11

ILLINOIS, COOK COUNTY,
Schurz, Carl, High School,
3601 N Milwaukee Ave,
Chicago, 11000031,
LISTED, 2/22/11

MASSACHUSETTS, WORCESTER COUNTY,
Athol High School,
494 School St,
Athol, 11000022,
LISTED, 2/18/11

MASSACHUSETTS, WORCESTER COUNTY,
South Union School,
21 Highland St,
Southborough, 11000021,
LISTED, 2/18/11

MASSACHUSETTS, WORCESTER COUNTY,
Thule--Plummer Buildings,
180 and 184 Main St,
Worcester, 11000019,
LISTED, 2/18/11